

Human Rights in Business and Society

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Course Description

In the first half of this course, students will study the history of human rights as they emerged from religious belief, a sense of duty to care for brothers and sisters suffering in distress, brutal exploitation, and discrimination to philosophical visions of natural law, social structures, legal systems, and the appropriate powers of government. Students will also examine the opposition to human rights over the centuries when rights threatened traditional patterns of authority, prejudices, vested interests, and the claims of national sovereignty.

Study then moves from historical development to how human rights have evolved in recent decades, noting the 1948 Universal Declaration of Human Rights and the ten main international human rights conventions. The International Convention against All Forms of Racial Discrimination (ICERD) is utilized as the case study for current human rights work. Students will review the 2007 United States report to the United Nations human rights committee detailing the US government's implementation of this convention and the "shadow report" by Chicago NGOs documenting racial discrimination in the city.

Students will examine dialogues by international institutions with businesses, NGOs, and civil society in developing human rights standards and programs that corporations can implement across their operations. Students will identify and research any area of human rights work (not just racial discrimination) performed by an individual, team, NGO, and/or a company. Ultimately students will gain a historic perspective of human rights, study how one right—eliminating racial discrimination—is being implemented in the US and in Chicago today, explore how NGOs are working for human rights, and assess how corporations are addressing current international human rights goals within their workforce.

Course Learning Goals

After completing this course, you will be able to:

- Describe the evolution of human rights over the centuries noting its steps forward and the opposition.
- Identify the key international conventions that have played a critical role in the advancement of human rights.

- Describe and analyze issues involved in implementing the racism convention in the United States, Chicago, and local communities.
- Select and describe the human rights work of a local NGO or company.
- Explain the role of international human rights standards in your community and in businesses.
- Identify and describe the current actions the business community is taking in designing and implementing international human rights standards across their operations.
- Articulate the successes and challenges in human rights today.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
H5	<p>Can analyze issues and problems from a global perspective.</p> <ol style="list-style-type: none"> 1. Analyzes one or more global issues, problems, or opportunities facing the human race. 2. Explains how these issues affect individuals or societies in both positive and negative ways.
H2B	<p>Can use public or private institutions as resources for understanding a social issue.</p> <ol style="list-style-type: none"> 1. Using the resources of an institution, investigates a social or historical issue. 2. Assesses the appropriateness and reliability of an institution for the exploration of this specific issue or question.
FX	<p>Can describe and explain the application of international human rights in corporate or non-profit organizations.</p>

Competencies will be demonstrated by completing the assigned readings and four grid forms, postings to the course Discussion Forum and writing position papers.

Course Resources

To buy your books, go to <http://www.mbsdirect.net> .

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

Required Textbook

- Lauren, Paul Gordon. **The Evolution of International Human Rights – Visions Seen**, third edition, Philadelphia: University of Pennsylvania Press, 2011, 414 pages. (chapter 1 is a pdf file on e-reserves)

Other Required Readings

- **Brief Overview of 2007 US State Report on CERD.** (pdf file on e-reserves)
- **CERD Shadow Reporting**, by the US Human Rights Network
http://www.ushrnetwork.org/cerd_shadow_reporting
- **Declaration on the Elimination of All Forms of Racial Discrimination**
- **Ethics 101 – A Common Ethics Language for Dialogue**
- **Human Rights Toolkit: A Human Rights Primer (booklet).** from The Advocates for Human Rights. (online and pdf file on e-reserves)
- **Human Rights Websites** (course website)
<http://condor.depaul.edu/~pszczerb/humanrights.html>
- International Bill of Human Rights and list of Human Rights Instruments
<http://www1.umn.edu/humanrts/instree/ainstls1.htm>
- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
<http://www2.ohchr.org/english/law/cerd.htm>
- Ruggie, John. Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect, and Remedy" Framework. 21 Mar. 2011. Fifth and final report.pdf
- News Release: New Guiding Principles on Business and human rights endorsed by the UN Human Rights Council. 16 June 2011.pdf
- **Shadow Report on International Convention for the Elimination of all Forms of Racial Discrimination.** Submitted in Response to the United States Periodic Report. 2007
http://www.ushrnetwork.org/files/ushrn/images/linkfiles/CERD/25_Chicago.pdf.
- **UN Global Compact** current Bulletin, "About" the Compact, and select several articles.
<http://www.unglobalcompact.org>
- **Universal Declaration of Human Rights**
<http://www.un.org/en/documents/udhr/index.shtml>
- Check for release of additional speeches by John Ruggie.

Course Videos

- Introduction to Human Rights in Business and Society by Pat Szczerba
- Course Review of Successes and Challenges in the Quest for Human Rights by Pat Szczerba

Course Videos on YouTube

- **The Universal Declaration of Human Rights**, on YouTube, 4 min 31 sec
<http://www.youtube.com/watch?v=hTlrSYbCbHE>
Describes the UDHR in text, animations and music
- **The Universal Declaration of Human Rights**, on YouTube, 23 min 23 sec by Amnesty International <http://www.youtube.com/watch?v=epVZrYbDVis>
This animation brings all 30 articles to life using different techniques, from pen and ink to digital animation.
- **Lynn Hunt: Inventing Human Rights**, YouTube, 57 min 06 sec
<http://www.youtube.com/watch?v=YZVD1G4q0bA>

- **Conversations with History: Dignity, Human Rights and Torture**, YouTube, 53 min 55sec
<http://www.youtube.com/watch?v=zfWjuQqYnWE&feature=channel>
- **Chicago United Nations Hearings and Testimonies on Racism**, May 23, 2008
http://www.youtube.com/results?search_query=Chicago+United+Nations+Hearings+and+Testimonies&search_type=&aq=f
 - Part 1 – Mr. Doudou Diene's Opening Remarks, UN Rapporteur on Racism
 - Part 2 – Mr. Doudou Diene's Opening Remarks, UN Rapporteur on Racism
 - Joey Mogul's Testimony to UN Special Rapporteur on Racism
 - Doug Schenkelberg's Testimony to UN Special Rapporteur

Websites

See course human rights website for full listing:

<http://condor.depaul.edu/~pszczerb/humanrights.html>

- **Business and Human Rights Resource Center**
<http://www.business-humanrights.org/Home>
- **Committee on the Elimination of Racial Discrimination**
<http://www2.ohchr.org/english/bodies/cerd/>
- **Human Rights. The Stanford Encyclopedia**
<http://plato.stanford.edu/archives/spr2009/entries/rights-human>
- **Human Rights Advocates**
<http://www.humanrightsadvocates.org>
- **Institute for Human Rights and Business**
<http://www.business-humanrights.org>
- **Midwest Coalition for Human Rights**
<http://midwesthumanrights.org>
- **Online Forum for the Special Representative of the UN Secretary-General on business and human rights**
<http://www.srsqconsultation.org/index.php>
- **Periodic Report of the United States of America to the UN Committee of the Elimination of Racial Discrimination Concerning the International Convention on the Elimination of all Forms of Racial Discrimination**, April 2007
http://www.state.gov/g/drl/rls/cerd_report/83404.htm
- **Portal to work by John Ruggie**
<http://www.business-humanrights.org/SpecialRepPortal/Home>
- **The Advocates for Human Rights**
<http://www.mnadvocates.org>

Recommend reading (not required):

- Black, Nicky, and Lauren Gula. "How Business Can Encourage Governments to Fulfill their Human Rights Obligations." *United Nations Global Compact*. 29 Mar. 2010.
- Corporate Human Rights Reporting: An Analysis of Current Trends.
globalreporting.org/NR/.../Human_Rights_analysis_trends.pdf
- G3: Human Rights. Global Reporting Initiative. Ongoing issues are posted.
<http://www.globalreporting.org/currentpriorities/humanrights>

- Mena, Sébastien, et al. "Advancing the Business and Human Rights Agenda: Dialogue, Empowerment, and Constructive Engagement." *Journal of Business Ethics* (2010) 93:161–188, pp 161–188.
- Mentes, Ahmet. "The Global Compact: Social Responsibility at Global Scale." *The Journal of American Academy of Business, Cambridge* * Vol. 15 * Num. 2 * March 2010, pp 130–136.
- Ruggie, John. "States, Companies Must Ensure Human Rights, UN experts says." 20 June 2011. <http://www.dw-world.de/dw/article/0,,15173983,00.html>
- "Human Rights Reporting." *Business and Environment*. n.d., pp 6–7.
- Umlas, Elizabeth. *Human Rights Reporting: An Analysis of Current Trends*. Realizing Rights, The Global Community, Global Reporting Initiative. Nov. 2009. globalreporting.org/NR/.../Human_Rights_analysis_trends.pdf
 - Umlas, Elizabeth. "Checking in on Corporate Human Rights Reporting: Where We Are, Where We're Going." Institute for Human Rights and Business. 1 June 2010. http://www.institutehrb.org/blogs/guest/checking_in_on_corporate_human_rights_reporting.html

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

This course consists of 10 modules. The estimated time to complete each module is one week.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Percentage distribution of Assessments

If you are taking this course for two competencies, you will receive a grade for each competency.

For H5 competency

Discussions	30%
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Quiz	10%
Personal interview set up	20%
Personal interview paper	40%

For H2B competency

Discussions	30%
Quiz	10%
NGO/business interview set up	20%
NGO/business interview paper	40%

For FX competency

Discussions	30%
Quiz	10%
Paper: FX set up	20%
Human rights paper	40%

Grading Policies and Practices

- Each Discussion Forum will be graded each week according to the Discussion Board Grade Rubric.
- Grids will be graded according to the Grid Grade Rubric.
- Papers will be graded according to the H5 Paper Grade Rubric and the MLA Grade Form, H2B Paper Grade Rubric and the MLA Grade Form, and the FX Paper Grade Rubric and the MLA Grade Form.

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment Criteria for your Final Paper or Project by Competence

Competence	Competence Assessment
H5	<ul style="list-style-type: none"> • Discussion board postings • Quiz • Paper: Interview setup • Paper: Interview person who works on human rights in your community
H2B	<ul style="list-style-type: none"> • Discussion board postings • Quiz • Paper: Interview setup • Paper: Interview on the human rights work of a NGO or company

FX

- Discussion board postings
- Quiz
- Paper: FX set up
- Paper: Human rights in my Focus Area

General Assessment Criteria for All Writing Assignments

Formatting is 20% of your paper's grade. All written assignments must adhere to the Modern Language Association (MLA) Manual of Style 7th Edition, 2009. See MLA Grade Form for specific directions.

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Assessment Criteria for Online Discussion Participation

In order to receive credit for your participation in the online discussion parts of the course it is important that:

- You contribute to the online discussion in a collegial fashion. You should begin your contributions by addressing your peer students, maintain a kind and collegial tone, and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- You actively participate in informal online discussion with your classmates and the facilitator when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is "informal" in the sense that it is meant to encourage interested discussion.
- You follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with others in the class about what you are learning. The discussion will be organized into forums around the particular assignment you are studying in specific periods of time, mostly weekly.
- You may be asked by your facilitator to take leadership in a certain group for a certain time of the course. If this happens, you will receive further instructions from the facilitator.
- If your participation is unacceptable at any time during the course, your facilitator will alert you and encourage your engagement as necessary. If you must be away and unable to access the Discussion Forum during the course, you must let your facilitator know and be ready to make up missed work as instructed.
- You should contribute your responses to other particular assignment for that specific discussion heading, which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussion should be adhered to when it comes to responding to the contributions of other people in the class. These "principles" are provided in the Online Participation Guidelines section in this study guide.
- Online discussions will be graded each week according to the criteria in the "Discussion Forum Grading Criteria" form.

Online Participation Guidelines

The following guidelines are provided to you as a way to clarify what our facilitator expects of you as a member of the course:

- Participation is essential, so please connect to the course every day or at least every second day. If you cannot login and you need assistance, **email the Center for Distance Education Support services at snlonline@depaul.edu**. You will receive assistance within 24 hours.
- Discuss critically, give support to your peers, provide your own ideas and experiences, challenge the ideas of others, or just make a comment that you read the posting. This is not an independent study course, but a paced online group learning experience. This study guide indicated 6 to 11 hours per week of your time to be spent on this course of 10 weeks. If you miss any weekly discussion, make sure to communicate with your facilitator to receive direction on make-up work.

- Please accept the challenge to work with others, to construct knowledge in negotiation with others.
- Your contribution must reflect a firm understanding of the assigned readings. You will be asked to write based on your experience too; however, you will need to exhibit ideas and concepts discovered in course readings.
- Your writing in online forums must be clear and concise, offering structured ideas.
- Your contributions should be pertinent to the subject under discussion. You do not need to post one-sentence messages to be “seen” by your facilitator. Work at developing original ideas.
- You must observe responsible etiquette while communicating your thoughts. The use of a respectful style is expected.
- As a member of this course, you must participate in all electronic forums regardless of the competencies you are taking this course for.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.

- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend

graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Patricia A. Szczerba and staff at SNL Online of the School for New Learning of DePaul University.

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